



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2008
Code: 10131170
SAU: Bath School Department
School: Bath Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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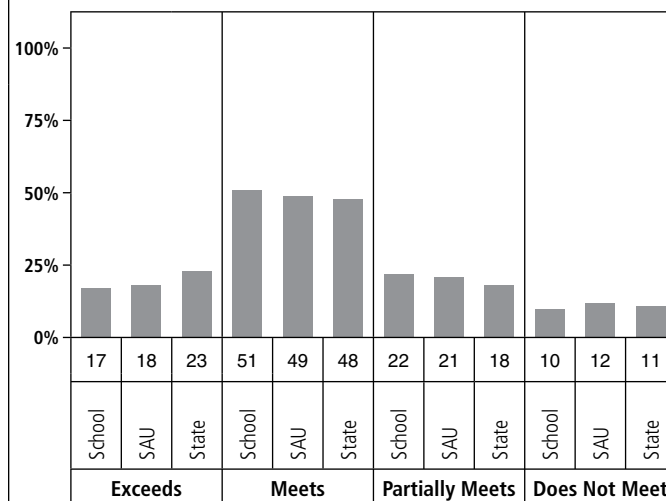
SUMMARY OF SCORES

Test Date: March 2008
Grade: 8
SAU: Bath School Department
School: Bath Middle School

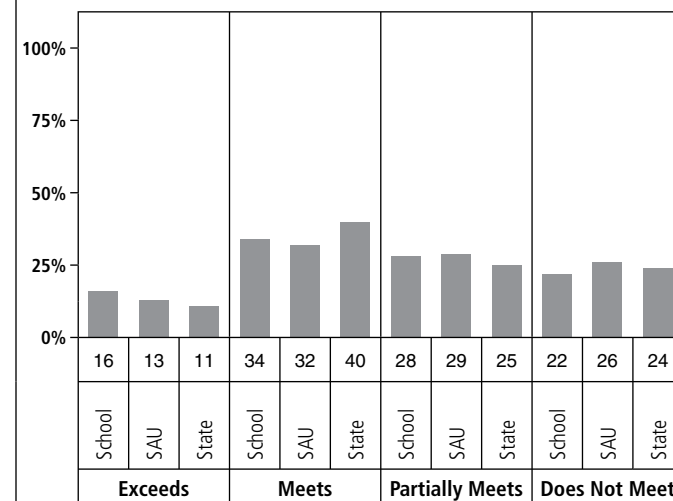
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	847	848	845
2006–2007	846	847	847
2007–2008	848	848	849
Cum. Avg. *	847	848	847
Mathematics			
2005–2006	839	839	840
2006–2007	839	838	842
2007–2008	843	840	841
Cum. Avg. *	840	839	841
Science & Technology			
2005–2006	851	851	846
2006–2007	847	847	847
2007–2008	850	851	847
Cum. Avg. *	849	850	847

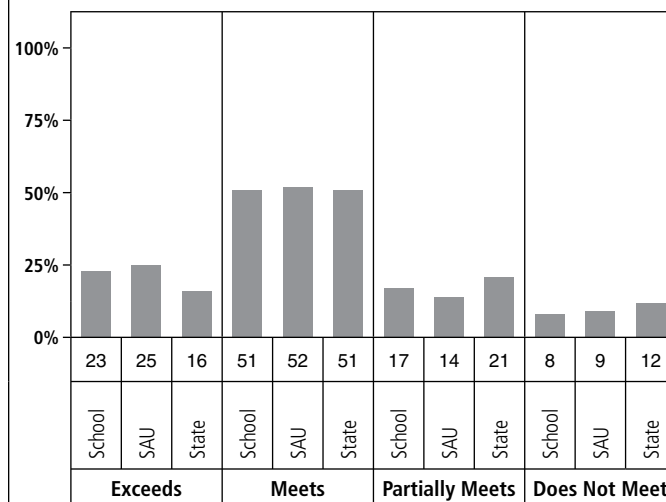
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 8
SAU: Bath School Department
School: Bath Middle School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								ELA-Reading						Mathematics						Science and Technology											
		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		152	100	94	100	15274	100	151	100	93	100	15102	99	151	100	93	100	15097	99	151	100	93	100	15080	99						
Ethnicity African American/Black		3	2	3	3	368	2	3	100	3	100	356	97	3	100	3	100	360	98	3	100	3	100	356	97						
American Indian or Native Alaskan		0	0	0	0	120	1	0	0	0	0	117	98	0	0	0	0	117	98	0	0	0	0	117	98						
Asian or Pacific Islander		1	1	1	1	186	1	1	100	1	100	181	97	1	100	1	100	182	98	1	100	1	100	182	98						
Hispanic		0	0	0	0	139	1	0	0	0	0	136	98	0	0	0	0	136	98	0	0	0	0	136	98						
Caucasian/White		148	97	90	96	14461	95	147	100	89	100	14312	99	147	100	89	100	14302	99	147	100	89	100	14289	99						
Not Reported		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability		11	7	9	10	2508	16	11	100	9	100	2446	98	11	100	9	100	2441	98	11	100	9	100	2431	98						
Current LEP		0	0	0	0	327	2	0	0	0	0	316	97	0	0	0	0	322	99	0	0	0	0	322	99						
Economically disadvantaged		55	36	38	40	5420	35	54	100	37	100	5329	99	54	100	37	100	5324	99	54	100	37	100	5313	98						
Migrant		0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	139	91	84	89	12703	83	139	91	84	89	12694	83	139	91	84	89	12710	83						
Identified disability (PET/IEP)	1	1	1	1	437	3	1	1	1	1	421	3	1	1	1	1	445	4						
LEP	0	0	0	0	172	1	0	0	0	0	172	1	0	0	0	0	173	1						
504 plan	0	0	0	0	229	2	0	0	0	0	231	2	0	0	0	0	230	2						
Participation with accommodations	11	7	8	9	2221	15	11	7	8	9	2227	15	11	7	8	9	2197	14						
Identified disability (PET/IEP)	9	82	7	88	1832	82	9	82	7	88	1844	83	9	82	7	88	1813	83						
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6						
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3						
Other	2	18	1	13	213	10	2	18	1	13	202	9	2	18	1	13	204	9						
Participation through alternate assessment (PAAP)	1	1	1	1	177	1	1	1	1	1	176	1	1	1	1	1	173	1						
Identified disability (PET/IEP)	1	100	1	100	177	100	1	100	1	100	176	100	1	100	1	100	173	100						
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	1	1	1	1	32	0	1	1	1	1	34	0	1	1	1	1	34	0						
Non-participation – other	0	0	0	0	140	1	0	0	0	0	143	1	0	0	0	0	160	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 8
SAU: Bath School Department
School: Bath Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	29	19	19	21	2695	17
	2006-2007	16	12	11	13	2407	16
	2007-2008	25	17	17	18	3428	23
	Cum. Total*	70	16	47	17	8530	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	66	44	39	42	6830	42
	2006-2007	68	50	40	47	7494	49
	2007-2008	77	51	45	49	7179	48
	Cum. Total*	211	48	124	46	21503	46
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	32	21	21	23	3741	23
	2006-2007	42	31	27	32	3628	24
	2007-2008	33	22	19	21	2706	18
	Cum. Total*	107	24	67	25	10075	22
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	24	16	13	14	3003	18
	2006-2007	11	8	7	8	1810	12
	2007-2008	15	10	11	12	1611	11
	Cum. Total*	50	11	31	12	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	36.4	65.0	36.1	64.5	36.9	65.9
Literary Text	28	50	18.0	64.3	18.0	64.3	18.3	65.4
Informational Text	28	50	18.4	65.7	18.1	64.6	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Bath School Department
 School: Bath Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	150	25	17	77	51	33	22	15	10	848	92	18	49	21	12	848	14924	23	48	18	11	849
Ethnicity																						
African American/Black	3										3						348	11	38	22	29	840
American Indian or Native Alaskan	0										0						117	9	43	29	19	842
Asian or Pacific Islander	1										1						179	32	39	18	11	852
Hispanic	0										0						131	18	38	27	17	846
Caucasian/White	146	25	17	75	51	32	22	14	10	848	88	19	49	20	11	848	14149	23	49	18	10	850
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	0	0	5	50	5	50	828	8	0	0	50	50	828	2269	3	24	32	42	833
No	140	25	18	77	55	28	20	10	7	850	84	20	54	18	8	850	12655	27	52	16	5	852
Current LEP																						
Yes	0										0						308	8	30	27	34	837
No	150	25	17	77	51	33	22	15	10	848	92	18	49	21	12	848	14616	23	48	18	10	850
Economically disadvantaged																						
Yes	54	3	6	27	50	14	26	10	19	842	37	8	43	27	22	840	5222	12	44	25	19	843
No	96	22	23	50	52	19	20	5	5	852	55	25	53	16	5	853	9702	29	50	14	7	853
Migrant																						
Yes	0										0						7	0	86	0	14	850
No	150	25	17	77	51	33	22	15	10	848	92	18	49	21	12	848	14917	23	48	18	11	849
Gender																						
Female	80	19	24	37	46	16	20	8	10	850	48	25	46	17	13	850	7198	30	48	15	7	853
Male	70	6	9	40	57	17	24	7	10	846	44	11	52	25	11	846	7726	17	49	21	14	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						807	9	41	32	18	842
No	150	25	17	77	51	33	22	15	10	848	92	18	49	21	12	848	14117	24	49	17	10	850
Gifted/talented program																						
Yes	15	8	53	7	47	0	0	0	0	861	12	58	42	0	0	863	592	71	28	1	0	867
No	135	17	13	70	52	33	24	15	11	847	80	13	50	24	14	845	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: Bath School Department
School: Bath Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	5 34 59 2	0 8 17 0	0 16 19 0	1 27 47 2	14 53 53 67	3 11 18 1	43 22 20 33	3 5 7 0	43 10 8 0	830 847 850 847	7 33 59 2	0 23 19 0	17 47 54 50	33 13 22 50	50 17 6 0	829 848 850 844	9 46 41 5	10 20 28 28	39 50 49 44	24 20 15 15	26 11 7 12	841 849 852 850
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	31 57 10 1	8 15 2 0	17 17 13 0	26 44 6 1	55 51 40 50	11 18 4 0	23 21 27 0	2 9 3 1	4 10 20 50	850 849 843 836	36 52 10 2	18 21 11 0	52 52 22 50	24 17 33 0	6 10 33 50	849 849 836 836	33 53 11 3	31 21 14 6	48 51 41 34	14 19 25 26	7 9 20 35	853 849 844 836
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	27 55 17 1	11 14 0 0	27 17 0 0	26 44 7 0	63 54 28 0	4 17 11 1	10 21 44 50	0 7 7 1	0 9 28 50	855 849 837 833	22 59 20 0	30 20 0	60 52 28	10 19 39	0 9 33	855 849 836	31 49 18 2	42 19 5 4	44 54 42 29	8 19 31 32	6 9 22 34	857 849 840 835
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	13 60 26	5 15 5	25 17 13	5 44 28	25 49 72	5 21 6	25 23 15	5 10 0	25 11 0	845 848 852	14 60 26	23 18 17	31 47 63	23 20 21	23 15 0	844 847 851	15 65 19	16 23 30	44 49 49	22 18 14	18 9 8	845 850 852
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	8 51 42	1 9 14	9 12 23	2 33 40	18 45 67	3 22 5	27 30 8	5 9 1	45 12 2	834 846 854	9 46 46	0 12 27	25 39 63	38 32 7	38 17 2	832 844 854	9 53 38	8 17 36	33 51 48	28 21 11	31 11 5	838 848 855
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	44 52 5	11 14 0	17 18 0	28 44 5	44 58 71	17 12 1	27 16 14	8 6 1	13 8 14	847 850 843	45 52 3	17 21 0	37 58 67	27 15 33	20 6 0	845 851 843	43 51 6	23 25 9	48 49 43	19 17 24	10 9 23	849 851 842
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	17 41 13 29	2 16 4 3	8 26 21 7	17 29 9 22	68 47 47 50	4 13 4 12	16 21 21 27	2 4 2 7	8 6 11 16	848 851 849 844	15 48 11 26	7 25 30 8	71 45 40 46	14 20 20	7 9 10 21	848 850 851 842	18 41 13 28	31 28 20 12	47 49 49 47	13 15 18 26	9 7 12 16	852 852 848 844
How do you feel about the following statement? <i>“My knowledge of reading will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	40 49 7 4	17 8 0 0	28 11 0 0	26 43 4 4	43 58 40 67	12 18 2 1	20 24 20 17	5 5 4 1	8 7 40 17	851 847 838 843	41 51 4 3	26 15 0 0	42 55 25 67	18 23 25 0	13 6 50 33	850 848 835 839	43 48 6 2	31 18 11 6	48 50 43 36	14 20 24 32	7 12 21 26	853 848 843 839
Optional school/SAU question A. B. C. D.	50 33 17 0	0 0 0 0	0 0 0	1 1 0	33 50 0	1 1 1	33 50 100	1 0 0	33 0 0	834 843 840	100 0 0 0	0	33	33	33	834						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 8
SAU: Bath School Department
School: Bath Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	10	7	5	5	1714	11
	2006-2007	15	11	10	12	1952	13
	2007-2008	24	16	12	13	1657	11
	Cum. Total*	49	11	27	10	5323	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	50	33	32	35	5533	34
	2006-2007	46	33	24	28	5870	38
	2007-2008	51	34	29	32	5956	40
	Cum. Total*	147	33	85	32	17359	37
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	53	35	32	35	4764	29
	2006-2007	38	28	26	31	3982	26
	2007-2008	42	28	27	29	3729	25
	Cum. Total*	133	30	85	32	12475	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	38	25	23	25	4251	26
	2006-2007	39	28	25	29	3534	23
	2007-2008	33	22	24	26	3579	24
	Cum. Total*	110	25	72	27	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.7	54.4	8.5	53.1	8.4	52.5
Cluster 2: Shape and Size	14	25	6.0	42.9	5.5	39.3	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	4.3	53.8	4.0	50.0	4.6	57.5
Cluster 4: Patterns	18	32	9.5	52.8	9.0	50.0	8.9	49.4

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Bath School Department
 School: Bath Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	150	24	16	51	34	42	28	33	22	843	92	13	32	29	26	840	14921	11	40	25	24	841
Ethnicity																						
African American/Black	3										3						352	2	23	23	52	828
American Indian or Native Alaskan	0										0						117	5	22	33	39	832
Asian or Pacific Islander	1										1						181	24	42	20	14	848
Hispanic	0										0						131	7	34	26	33	836
Caucasian/White	146	24	16	50	34	41	28	31	21	843	88	14	32	30	25	841	14140	11	41	25	23	841
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	0	0	2	20	8	80	818	8	0	0	13	88	815	2265	1	14	22	62	824
No	140	24	17	51	36	40	29	25	18	844	84	14	35	31	20	843	12656	13	45	26	17	844
Current LEP																						
Yes	0										0						315	5	24	20	51	828
No	150	24	16	51	34	42	28	33	22	843	92	13	32	29	26	840	14606	11	40	25	23	841
Economically disadvantaged																						
Yes	54	3	6	11	20	18	33	22	41	832	37	0	22	35	43	830	5217	5	30	29	37	834
No	96	21	22	40	42	24	25	11	11	848	55	22	38	25	15	847	9704	15	45	23	17	845
Migrant																						
Yes	0										0						7	0	43	43	14	838
No	150	24	16	51	34	42	28	33	22	843	92	13	32	29	26	840	14914	11	40	25	24	841
Gender																						
Female	80	12	15	26	33	25	31	17	21	842	48	13	29	35	23	840	7199	11	40	26	23	841
Male	70	12	17	25	36	17	24	16	23	844	44	14	34	23	30	841	7722	11	40	24	25	841
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						806	3	20	30	47	831
No	150	24	16	51	34	42	28	33	22	843	92	13	32	29	26	840	14115	12	41	25	23	842
Gifted/talented program																						
Yes	15	10	67	4	27	1	7	0	0	863	12	67	25	8	0	864	592	58	39	2	1	864
No	135	14	10	47	35	41	30	33	24	840	80	5	33	33	30	837	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: Bath School Department
School: Bath Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	0	0	1	14	6	86	819	7	0	0	17	83	817	9	5	30	23	41	833
B. less than one hour	34	6	12	20	39	14	27	11	22	843	33	10	40	27	23	843	46	10	40	26	25	840
C. one to two hours	59	18	20	30	34	26	29	15	17	844	59	17	31	31	20	842	41	14	42	25	19	843
D. more than two hours	2	0	0	1	33	1	33	1	33	839	2	0	0	50	50	828	5	14	38	23	24	842
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	26	7	18	10	26	13	33	9	23	842	26	17	25	29	29	842	30	17	43	22	18	845
B. They match some of what I have learned.	53	13	16	29	36	20	25	18	23	843	53	10	39	29	22	841	50	10	42	26	22	841
C. They match just a little of what I have learned.	19	4	14	12	43	8	29	4	14	844	18	18	24	35	24	841	17	6	32	29	33	836
D. There is no match.	2	0	0	0	0	1	33	2	67	813	2	0	0	0	100	800	4	3	18	25	54	828
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	25	17	46	15	41	2	5	3	8	857	23	43	38	5	14	854	26	29	46	14	11	851
B. good	45	6	9	21	31	21	31	19	28	839	45	7	27	32	34	837	45	7	46	27	20	841
C. fair	26	1	3	13	33	17	44	8	21	837	27	0	32	44	24	836	23	1	26	34	38	833
D. poor	5	0	0	2	29	2	29	3	43	832	5	0	40	40	20	836	5	1	14	29	57	827
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	28	2	5	19	45	10	24	11	26	837	32	7	38	28	28	837	34	4	35	28	32	836
B. about the same as my regular schoolwork	52	9	12	20	26	30	38	19	24	840	53	10	24	37	29	839	52	10	43	26	21	842
C. easier than my regular schoolwork	19	13	45	11	38	2	7	3	10	856	15	36	43	7	14	852	13	33	40	14	13	852
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	41	9	15	21	34	17	28	14	23	841	44	10	30	30	30	837	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	54	14	18	25	32	23	29	17	22	844	53	15	33	29	23	843	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	5	1	14	4	57	1	14	1	14	847	3	33	33	33	0	849	6	9	27	27	38	835
How often do you use laptops in mathematics class?																						
A. almost every day	1	0	0	1	100	0	0	0	0	844	1	0	100	0	0	844	9	6	38	27	29	837
B. two or three days a week	28	3	7	13	31	18	43	8	19	839	28	8	23	46	23	837	16	8	38	27	27	839
C. two or three times each month	58	16	18	30	34	21	24	20	23	844	58	13	38	25	25	843	28	12	41	27	21	843
D. never or almost never	13	5	25	7	35	3	15	5	25	845	13	25	17	17	42	837	48	13	40	23	24	842
How often do you use calculators in mathematics class?																						
A. almost every day	35	15	29	17	33	8	15	12	23	847	36	27	24	15	33	844	38	14	42	23	21	843
B. two or three times a week	42	7	11	22	35	21	34	12	19	841	44	5	33	43	20	840	33	10	41	26	23	841
C. two or three times each month	20	2	7	11	37	12	40	5	17	841	18	6	50	31	13	841	18	10	36	27	27	840
D. never or almost never	3	0	0	1	20	1	20	3	60	824	2	0	0	0	100	800	11	7	34	26	33	836
How do you feel about the following statement? <i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	48	16	22	25	35	16	22	15	21	845	53	18	37	20	24	844	54	14	44	23	18	844
B. agree	45	8	12	24	35	22	32	14	21	841	41	8	29	39	24	838	38	8	36	27	28	838
C. disagree	5	0	0	1	14	3	43	3	43	830	3	0	0	33	67	825	6	6	31	28	36	835
D. strongly disagree	2	0	0	1	33	1	33	1	33	829	2	0	0	50	50	820	2	3	23	25	49	831
Optional school/SAU question																						
A.	50	0	0	1	33	1	33	1	33	835	100	0	33	33	33	835						
B.	33	0	0	1	50	1	50	0	0	841	0											
C.	17	0	0	1	100	0	0	0	0	860	0											
D.	0										0											

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N = Number

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 8
SAU: Bath School Department
School: Bath Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	31	21	18	20	1879	12
	2006-2007	16	12	12	14	2192	14
	2007-2008	35	23	23	25	2371	16
	Cum. Total*	82	19	53	20	6442	14
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	81	54	50	54	8604	53
	2006-2007	73	53	43	51	7916	52
	2007-2008	77	51	48	52	7630	51
	Cum. Total*	231	53	141	52	24150	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	33	22	20	22	3618	22
	2006-2007	34	25	23	27	3340	22
	2007-2008	26	17	13	14	3175	21
	Cum. Total*	93	21	56	21	10133	22
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	6	4	4	4	2174	13
	2006-2007	14	10	7	8	1865	12
	2007-2008	12	8	8	9	1731	12
	Cum. Total*	32	7	19	7	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	8.9	63.6	9.1	65.0	8.1	57.9
Cluster 2: Physical Sciences	14	25	7.8	55.7	7.7	55.0	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	8.3	59.3	8.4	60.0	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	8.7	62.1	8.5	60.7	8.5	60.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 8
SAU: Bath School Department
School: Bath Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	150	35	23	77	51	26	17	12	8	850	92	25	52	14	9	851	14907	16	51	21	12	847
Ethnicity																						
African American/Black	3										3						349	4	35	26	34	837
American Indian or Native Alaskan	0										0						117	8	40	28	24	840
Asian or Pacific Islander	1										1						181	20	50	15	15	849
Hispanic	0										0						131	5	50	22	23	842
Caucasian/White	146	35	24	75	51	25	17	11	8	851	88	26	52	14	8	851	14129	16	52	21	11	848
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	1	10	4	40	5	50	831	8	0	13	38	50	831	2258	3	29	31	37	836
No	140	35	25	76	54	22	16	7	5	852	84	27	56	12	5	852	12649	18	55	20	7	850
Current LEP																						
Yes	0										0						315	4	29	25	42	834
No	150	35	23	77	51	26	17	12	8	850	92	25	52	14	9	851	14592	16	52	21	11	848
Economically disadvantaged																						
Yes	54	3	6	28	52	17	31	6	11	843	37	3	57	27	14	843	5206	8	45	28	20	842
No	96	32	33	49	51	9	9	6	6	854	55	40	49	5	5	856	9701	20	55	18	7	850
Migrant																						
Yes	0										0						7	29	57	14	0	852
No	150	35	23	77	51	26	17	12	8	850	92	25	52	14	9	851	14900	16	51	21	12	847
Gender																						
Female	80	15	19	41	51	16	20	8	10	849	48	25	52	15	8	851	7196	14	52	23	12	847
Male	70	20	29	36	51	10	14	4	6	852	44	25	52	14	9	850	7711	18	51	20	12	848
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						804	6	38	34	22	841
No	150	35	23	77	51	26	17	12	8	850	92	25	52	14	9	851	14103	16	52	21	11	848
Gifted/talented program																						
Yes	15	12	80	3	20	0	0	0	0	866	12	83	17	0	0	867	592	63	35	1	0	865
No	135	23	17	74	55	26	19	12	9	849	80	16	58	16	10	848	14315	14	52	22	12	847

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: Bath School Department
School: Bath Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	2	29	2	29	3	43	836	7	0	33	17	50	835	9	10	40	26	23	842
B. less than one hour	34	12	24	24	47	9	18	6	12	849	33	27	47	17	10	851	46	14	52	22	12	847
C. one to two hours	59	22	25	50	56	14	16	3	3	852	59	28	57	11	4	852	41	19	53	19	9	849
D. more than two hours	2	1	33	1	33	1	33	0	0	857	2	0	50	50	0	849	5	19	47	21	14	848
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	35	10	19	29	55	10	19	4	8	849	39	19	61	17	3	851	29	19	54	19	9	849
B. They match some of what I have learned.	52	22	28	40	51	12	15	4	5	852	50	30	50	13	7	852	49	16	51	22	11	848
C. They match just a little of what I have learned.	11	3	18	8	47	4	24	2	12	848	9	25	38	13	25	847	18	13	51	23	13	846
D. There is no match.	1	0	0	0	0	0	0	2	100	822	2	0	0	0	100	822	5	9	39	29	23	842
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	31	16	34	21	45	7	15	3	6	852	37	32	50	12	6	853	23	28	51	13	8	853
B. good	55	18	22	46	56	13	16	5	6	851	54	24	54	16	6	851	54	15	55	21	9	848
C. fair	13	1	5	10	50	6	30	3	15	843	8	0	57	14	29	840	20	5	45	32	18	842
D. poor	1	0	0	0	0	0	0	1	100	826	1	0	0	0	100	826	3	2	35	34	29	838
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	27	9	23	18	45	7	18	6	15	850	25	22	39	17	22	848	27	15	49	22	14	846
B. about the same as my regular schoolwork	63	20	22	49	53	18	20	5	5	850	63	26	53	16	5	851	59	15	53	22	10	848
C. easier than my regular schoolwork	10	4	27	9	60	1	7	1	7	851	12	27	73	0	0	855	13	21	51	18	10	850
How hard did you try on the science part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	44	10	15	37	57	13	20	5	8	849	43	15	58	18	10	848	40	15	51	22	12	847
B. I tried about the same as I do on my regular schoolwork.	53	22	28	38	48	12	15	7	9	851	53	31	49	12	8	852	55	17	53	21	10	848
C. I did not try as hard on this test as I do on my regular schoolwork.	3	2	50	2	50	0	0	0	0	859	3	67	33	0	0	861	5	12	41	25	22	843
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	23	5	14	17	49	8	23	5	14	846	28	8	46	27	19	843	25	11	53	23	13	846
B. the course(s) described in A, plus chemistry	28	12	29	22	52	6	14	2	5	852	23	24	67	10	0	853	24	18	53	20	10	849
C. the course(s) described in B, plus physics	22	13	39	18	55	2	6	0	0	858	25	48	48	4	0	860	22	30	47	14	8	853
D. a life science and physical science class	27	5	13	20	50	10	25	5	13	846	24	23	50	14	14	848	29	8	52	27	14	844
How do you feel about the following statement? <i>"My knowledge of science and technology will be useful to me as an adult."</i>																						
A. strongly agree	34	15	29	21	41	11	22	4	8	851	35	31	44	19	6	852	27	23	51	17	9	851
B. agree	55	14	17	50	61	13	16	5	6	850	59	22	57	13	7	850	54	15	53	21	11	847
C. disagree	10	6	40	6	40	2	13	1	7	854	5	20	60	0	20	849	15	10	50	26	14	845
D. strongly disagree	1	0	0	0	0	0	0	2	100	815	1	0	0	0	100	822	4	7	39	30	24	841
How well does the following statement reflect your future goals? <i>"I am interested in a career related to science, technology, engineering, or mathematics."</i>																						
A. strongly agree	31	13	28	25	53	6	13	3	6	853	34	32	45	13	10	852	25	24	52	15	8	851
B. agree	38	13	23	29	51	11	19	4	7	850	39	25	56	11	8	851	37	15	50	22	12	847
C. disagree	24	7	19	19	53	7	19	3	8	849	24	18	55	23	5	849	26	12	53	23	12	846
D. strongly disagree	7	2	20	4	40	2	20	2	20	843	3	0	67	0	33	843	12	8	48	28	15	844
Optional school/SAU question																						
A.	50	0	0	3	100	0	0	0	0	850	100	0	100	0	0	850						
B.	33	0	0	1	50	1	50	0	0	845	0											
C.	17	1	100	0	0	0	0	0	0	870	0											
D.	0										0											

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